

- client access licenses
- CODEC/Video Encoder
- documentation
- edge devices
- Terminal Servers, Web servers, file servers used exclusively for Email and potentially remote access servers that are conditionally eligible.
- firewall hardware and software
- FRAD
- graphics cards for eligible servers
- hard disk drive
- hub
- LAN's
- maintenance and technical support
- media converter
- RAM as a component of an eligible product
- monitors for eligible servers
- network interface cards
- network switches
- PBX both wired and wireless
- processor terminator card for an eligible server
- racks
- RAID
- relay I/O module
- routers
- software
- system improvements and upgrades
- tape backup as part of an eligible server
- transceiver
- UPS and batteries
- video Equipment
- VOIP equipment

Miscellaneous

Miscellaneous items include services and hardware essential to achieve the goals of the Educational Technology Strategic Plan. The match for these items is similar to the Internal Connection match funding and is provided through the same funding sources. Miscellaneous items include:

- configuration charges
- extended warranty charges
- taxes, surcharges and other similar charges
- technical services
- voice mail services including hardware

APPENDIX C – CRITERIA FOR EETT TECHNOLOGY PLANS

1. PLAN DURATION CRITERION		Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)		The technology plan describes the LEA use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). The plan must include a specific start and end date (7/1/10 to 6/30/15).	The plan is less than three years or more than five years in length.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).			
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.		The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows the district actively sought participation from a variety of stakeholders.
3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).			
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.		The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is

			available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.		The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.		The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.		The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.		The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

<p>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism</p>		<p>The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.</p>	<p>The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</p>		<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about Internet safety.</p>
<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>		<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology</p>		<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to</p>

to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.		using technology to support the district's student record-keeping and assessment efforts.	accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.		The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.
4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).			
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.		The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.

		proficiencies.	
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.		The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).			
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development			The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is

Components (Sections 3 & 4) of the plan.			missing or lacks sufficient detail.
b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.			The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.			The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.			The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13,			

(Appendix D)			
a. List established and potential funding sources.			Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.			Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.			Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.			The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).			
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.			No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.			The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process			The plan does not provide

and frequency of communicating evaluation results to tech plan stakeholders.			a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).			
a. If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)		The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.
9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).			
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.		The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.

b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.		<p>The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).</p>	<p>There is no plan to use technology to extend or supplement the district's curriculum offerings.</p>
References			
E-RATE Supplement			
Appendix C: Criteria for EETT Technology Plans			
Appendix J: Technology Plan Contact Information			

APPENDIX J – TECHNOLOGY PLAN CONTACT INFORMATION

**Education Technology Plan Review System (ETPRS)
Contact Information**

County & District Code: 37 - 68338

School Code (Direct-funded charters only):

LEA Name: San Diego Unified School District

*Salutation: Mr.

*First Name: Darryl

*Last Name: LaGace

*Job Title: Chief Information and Technology Officer

*Address: 4100 Normal Street, Room 1110

*City: San Diego

*Zip Code: 92103-2682

*Telephone: 619) 260-5473 Ext

Fax: (619) 725-7497

*E-mail: dlagace@sandi.net

Please provide backup contact information.

1st Backup Name: Barbara Allen

1st Backup E-mail: barbara.allen@sandi.net

2nd Backup Name: Toren Allen

2nd Backup E-mail: tallen@sandi.net

*Required information in the ETPRS

General Software

A - Awareness Level
G - Guided Level
I - Independent Level
M - Mastered
O - Optional

Standards and Core Competencies

NETS Student Standards:

1. Basic Operations and Concepts

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

6. Technology Problem-Solving and Decision-Making Tools

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

Core Competencies:

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.

9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving.

	Knowledge and Skills	K	1	2	3	4	5	6	7	8	9	10	11	12
A	Start up and quit applications.	G	I											
B	Create a new document; save, open, close a document; print a document.	G	G	G	I	I								
C	Use "Save As" appropriately.	A	A	G	G	I								
D	Choose appropriate page orientation.	A	A	G	I	I								
E	Save and retrieve documents from hard drive, external disks, servers and web based digital storage (understand desktop navigation/hierarchy).	A	G	G	I	I								
F	Copy or cut and paste text and/or pictures from one program to another.	A	G	G	I	I								
G	Use help menu as a method for problem solving.	A	A	G	G	I								
H	Import and export a document.				A	G	G	I	I					
I	Choose appropriate software for the task.					A	G	G	I					

J	Install and configure software programs.	O	O	O	O	O	O	O	O	O	O	O	O
K	Set preferences on software programs.	O	O	O	O	O	O	O	O	O	O	O	O

Operating System

A - Awa
G - Guid
I - Inde
M - Mas
O - Opti

Standards and Core Competencies

Standards:

1. Basic Operations and Concepts

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

6. Technology Problem-Solving and Decision-Making Tools

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

Core Competencies:

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applicati

	Knowledge and Skills	K	1	2
A	Start, shut down, restart.	G	I	
B	Insert and remove disks correctly (CD-ROM's and DVD's).	A	G	I
C	Use help menu as a method for problem solving.	A	A	G
D	Printer: add, remove, and select the appropriate.	A	A	G
E	Understand the desktop, window manipulation (minimize window, close window, maximize window), finder/program manager, application/finder menu, and dock/short cut bar.	A	G	G
F	Use file management including delete, copy, paste, backup, format/initialize external hard drive/flash drive, and cross-platform file transfer.			A
G	Troubleshoot OS including quitting stalled programs.			
H	Install appropriate software drivers for interenal and external hardware or equipment.			
I	Initialize and partition hard drives.			

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J	Install operating system software.			
K	Set system preferences.			

G	Troubleshoot OS including quitting stalled programs.				A	A	G	G	I					
H	Install appropriate software drivers for interenal and external hardware or equipment.						o	o	o	o	o	o	o	o
I	Initialize and partition hard drives.										O	o	o	o
J	Install operating system software.										O	O	O	O
K	Set system preferences.										O	O	O	O

Word Processing

A - Awareness Level
G - Guided Level
I - Independent Level
M - Mastered
O - Optional

Standards and Core Competencies

Standards:

3. Technology Productivity Tools

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

6. Technology Problem-Solving and Decision-Making Tools

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

Core Competencies:

5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.

Knowledge and Skills		K	1	2	3	4	5	6	7	8	9	10	11	12
A	Enter text and line break (character keys, space bar and return/enter key).	I												
B	Delete text (delete key or backspace key).	I												
C	Insert and move cursor (arrow keys, mouse, optional touch screen).	G	I											
D	Use basic punctuation keys (shift, question mark, period and comma keys).	G	G	I										
E	Create numbered and bulleted list.	A	G	I										
F	Format and edit text by highlighting font, size, style; replace or delete existing text.	A	G	G	I									
G	Change justification and line spacing using basic ruler.	A	G	G	I									
H	Print document to include proper page orientation (portrait or landscape)	A	G	G	I									
I	Add hyperlinks	A	G	G	I									
J	Cut, copy and paste text to another location in	A	G	G	I									

[illegible]

Keyboarding

- A** - Awareness Level
- G** - Guided Level
- I** - Independent Level
- M** - Mastered
- O** - Optional

Standards and Core Competencies

Standards:

3. Technology Productivity Tools

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

6. Technology Problem-Solving and Decision-Making Tools

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

Core Competencies:

5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.

Knowledge and Skills		K	1	2	3	4	5	6	7	8	9	10	11	12
A	Recognize and locate letters and numbers on a keyboard.	I												
B	Use basic key functions (space bar, return/enter key, shift key, arrow keys, caps lock, delete/backspace, option/alt, tab key, F keys).	A	G	I										
C	Demonstrate correct home row position.	A	G	G	I									
D	Enter text at a defined speed with acceptable accuracy.	A	G	G	20 w/m	25 w/m	30 w/m							
E	Use correct right- and left-hand keyboard positions.	A	G	G	I	I	I							
F	Use key combinations on keyboard for menu shortcuts when using operating system and software applications.					O	O	O	O	O	O	O	O	O

Graphics

A - Awareness Level
G - Guided Level
I - Independent Level
M - Mastered
O - Optional

Standards and Core Competencies

Standards:

3. Technology Productivity Tools

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

6. Technology Problem-Solving and Decision-Making Tools

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

Core Competencies:

5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.

Knowledge and Skills		K	1	2	3	4	5	6	7	8	9	10	11	12
A	Use editing tools in drawing and painting (select, add color and pattern, resize, crop, erase).	A	A	G	G	I								
B	Use help menu as a method for problem solving.	A	A	G	G	I								
C	Capture still images from various digital sources (e. g., scanners, digital cameras, Internet).			A	G	I	I							
D	Use editing tools in drawing and painting (select, add color and pattern, resize, crop, erase).			A	G	G	G	I						
E	Use principles of design (proportion, balance, contrast, rhythm, emphasis, unity - see Appendix E, Design Principles and Tips).				A	G	G	G	I					
F	Import and export graphics in appropriate file format (e.g., eps, tiff, pict, jpeg, gif).					A	G	G	I					
G	Know appropriate type of graphics application to complete a given task (drawing, painting or photo enhancement).					A	G	G	I					

H	Save graphic with attention to file size and media storage.					A	G	G	I								
I	Know the appropriate type of graphics application to complete a give task (drawing, painting, or photo enhancement)					A	G	G	I								
J	Plan, organize and save multimedia files with attention to file size and media storage.					A	A	A	G	G	I	I	I				
K	Create original artwork using the tools within a grade-appropriate graphics program.	G	I	I	I	I	I	I	I	I	I	I	I	I			
L	Create original 3-D graphics and animations.									O	O	O	O	O	O		
M	Create original graphics using professional graphics applications.									O	O	O	O	O	O		
N	Create original graphics with multiple layers.									O	O	O	O	O	O		
O	Plan, organize and save multimedia files.									O	O	O	O	O	O		

Desktop Publishing

A	- Awareness Level
G	- Guided Level
I	- Independent Level
M	- Mastered
O	- Optional

Standards and Core Competencies

Standards:

4. Technology Communication Tools

- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audi
- Students use a variety of media and formats to communicate information and ideas effectively to multipl

5. Technology Research Tools

- Students use technology to locate, evaluate, and collect information from variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technology innovations based on the approp

6. Technology Problem-Solving and Decision-Making Tools

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

Core Competencies:

6. Design, develop, publish, and present products (e.g., Web pages, videotapes using technology resources that curriculum concepts to audiences inside and outside the classroom.

Knowledge and Skills		K	1	2	3	4	5	6	7	8	9
A	Choose justification or ragged right margin.		A	G	G	I	I				
B	Use appropriate fonts and styles in headlines (more latitude, fancier but readable).		A	G	G	I	I				
C	Use help menu as a method for problem solving			A	G	G	I	I			
D	Use appropriate fonts, style and size.			A	G	G	I	I			
E	Identify serif/sans serif fonts and use them appropriately.			A	G	G	I	I			
F	Avoid use of all caps in headlines.		A	A	G	G	I	I			
G	Set the column width.			A	A	G	G	I	I		
H	Use age-appropriate software (e.g., ClarisWorks/Appleworks, PageMaker) for desktop publishing.	A	A	G	G	I	I	I	I		

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I	Use principles of design (proportion, balance, contrast, rhythm, emphasis, unity - see			A	G	G	G	I	I		
J	Balance the size, color and style of the headline relative to body text.			A	A	G	G	I	I		
K	Balance the artwork in relation to text.		A	A	G	G	G	I	I		
L	Apply shading and color where appropriate.			A	A	G	G	I	I		
M	Set tabs and hanging indents.		A	A	G	G	G	I	I		
N	Set the leading to control the white space between lines of text.								O	O	O
O	Use drop caps appropriately.								O	O	O
P	Utilize kerning for the headline.								O	O	O
Knowledge and Skills		K	1	2	3	4	5	6	7	8	9

<h1>Spreadsheet</h1>	A - Awareness Level G - Guided Level I - Independent Level M - Mastered O - Optional
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Standards and Core Competencies

Standards:

3. Technology Productivity Tools

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

6. Technology Problem-Solving and Decision-Making Tools

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

Core Competencies:

5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.

Knowledge and Skills		K	1	2	3	4	5	6	7	8	9	10	11	12
A	Read and interpret information in a spreadsheet.	A	G	G	I	I								
B	Enter, edit and delete information in a spreadsheet/graphing program.	A	G	G	I	I								
C	Use help menu as a method for problem solving.	A	G	G	I	I								
D	Set decimal place accuracy.			A	G	I								
E	Use basic formulas for adding, subtracting, multiplying, dividing, averaging (including median, mode), and determining percents.				A	G	I	I	I					
F	Format cell attributes (e.g., columns, rows, justification, styles, number).				A	G	G	I	I	I				
G	Use data from a spreadsheet to create charts and graphs (use of chart wizard).				A	G	G	I	I	I				
H	Use "fill" for multiple entries of the same value or number.				A	G	G	I	I					
I	Cut, copy and paste formulas, values and functions.				A	G	G	I	I					
J	Create multiple column data tables with column headers.				A	G	G	I	I					

K	Format document (margins, header, footer, page numbering).					A	G	G	I	I							
L	Print spreadsheet and/or chart with the ability to set print area.					A	G	G	I	I							
M	Link to multiple spreadsheets.										O	O	O	O	O	O	O
N	Conditional cell formatting (e.g., if <0, use red).										O	O	O	O	O	O	O